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AUTHOR Quigley, Lawrence
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ABSTRACT

In the belief that the lack of dissemination of ideas is the cause of the static quality of education today, this paper proposes an interrelationship between local school systems, state department of education, regional U.S. Office of Education, educational cooperatives, teacher education institutions, and other ancillary social agencies. To bring about an effective linkage with the state education department, it is stated, a state college is in a unique position to be a catalyst: two state agencies are thus more effectively able to join forces with the local district and regional groupings of districts and help coordinate projects and assure more effective planning, continuity, and long-term development. It is further held that a practicum which blends preservice through inservice education becomes viable in the central institution, which is the teacher center. The overall plan is described in the first chapter. Chapter 2 details a systematic approach for a public education renewal system and describes each component organization. Chapter 3, entitled "A Life-Style of Learning," discusses a multidisciplinary approach, the affective domain, affective dimensions, and the art of learning. Chapter 4 quotes research on teacher centers and defines their role in educational renewal. Chapter 5 briefly describes the need for state commitment for such a plan. (JA)

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# A SYSTEMATIC APPROACH TO RENEWAL OF PUBLIC EDUCATION IN MASSACHUSETTS

Lawrence Quigley
Fitchburg State College
Fitchburg, Massachusetts
1974

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# A SYSTEMATIC APPROACH TO RENEWAL OF PUBLIC EDUCATION IN MASSACHUSETTS

## TABLE OF CONTENTS


| CHAPTER | | PAGE |
|---|---|---|
| I. | "THE PROPER STUDY OF CHILDREN. . ." | |
| | CENTERS TO RENEW THE QUALITY OF EDUCATION. . . . . | 1. |
| | LEARNING . . . . . | 1. |
| | DISSEMINATION - THE MISSING LINK . . . . . | 2. |
| | A SUSTAINED PROGRAM OF RENEWAL . . . . . | 3. |
| | INTERRELATIONSHIPS . . . . . | 4. |
| II. | PUBLIC EDUCATION RENEWAL SYSTEM | |
| | A SYSTEMATIC APPROACH . . . . . | 5. |
| | PARTNERSHIP RENEWING PUBLIC EDUCATION FROM PRE-SERVICE THROUGH IN-SERVICE | |
| | PUBLIC EDUCATION RENEWAL SYSTEM (Diagram) . . . . . | 5. |
| | SCHOOL DISTRICTS . . . . . | 6. |
| | EDUCATIONAL COOPERATIVES . . . . . | 6. |
| | THE COLLEGE . . . . . | 7. |
| | STATE DEPARTMENT OF EDUCATION . . . . . | 7. |
| | SYNERGY = SYNCHRONIZED ENERGY . . . . . | 8. |
| | A SYSTEMATIC PROCESS ESSENTIAL . . . . . | 9. |
| III. | A LIFE-STYLE OF LEARNING | |
| | A MULTIDISCIPLINARY APPROACH . . . . . | 10. |
| | AFFECTIVE DOMAIN . . . . . | 11. |
| | AFFECTIVE DIMENSIONS . . . . . | 11. |
| | THE ART OF LEARNING . . . . . | 12. |
| IV. | THE TEACHER EDUCATION CENTER | |
| | CHILD STUDY IS CENTRAL . . . . . | 13. |
| | DIRECT, CLINICAL EXPERIENCES IN REAL SETTINGS . . . . | 13. |
| | CHILD THE FOCUS OF THE PROGRAM . . . . . | 14. |
| | TRADITIONAL LAB SCHOOLS NOT THE ANSWER . . . . . | 14. |
| | LABORATORY SCHOOLS IN REAL SETTING . . . . . | 15. |
| | AIMS OF LABORATORY SCHOOL . . . . . | 15. |
| | LIGHTHOUSES DON'T LAST . . . . . | 16. |
| | REDEFINITION OF ROLE . . . . . | 16. |
| | NEA AUTHORITY SPEAKS . . . . . | 16. |

CHAPTER PAGE

IV. THE TEACHER EDUCATION CENTER (Continued)

TEACHER EDUCATION CENTER ESSENTIAL . . . . . 17.
SOME GUIDELINES FOR TEACHER EDUCATION CENTERS . . . . 17.
QUALITY SUPPORT WITH LIMITED RESOURCES . . . . . 18.
TEACHER EDUCATION CENTERS AND IN-SERVICE EDUCATION . . 19.
ALTERNATIVE CENTERS FOR RENEWAL . . . . . 21.
STRATEGIES FOR TEACHER CENTERS . . . . . 22.
NATIONAL TEACHERS' REPORT ADVOCATES TEACHER CENTERS . . 22.
TEACHER CENTERS IN THE 1990's . . . . . 24.
THE FUTURE IS NOW . . . . . 25.

V. "TO EFFECT AND ON A GENERAL PLAN"

THE BUSINESS OF THE STATE . . . . . 25.
A RENEWAL OF COMMITMENT . . . . . 26.

APPENDIX

TEACHER CENTERS . . Madison Judson

# I. "THE PROPER STUDY OF CHILDREN . . ."

## CENTERS TO RENEW THE QUALITY OF EDUCATION

At the dedication of the Massachusetts state normal school at Bridgewater in 1846, Horace Mann described normal schools as "a new instrumentality in the advancement of the race," and doubted that American democracy could "long exist to any beneficial and salutary purpose without schools for the training of teachers." He further expressed concern about what would happen "if the character and qualifications of teachers be allowed to degenerate". The Massachusetts normal school model soon became the one that was imitated across the country.

Now, one and a quarter centuries later, Massachusetts must again provide models worthy of national imitation--centers of advanced education where there is intensive and extensive research into the theories and practices of learning and the development and dissemination of curriculum materials, and programs and processes which best promote effective learning. In addition, these centers can be realistic training environments for future and present teachers, in which theory and practice can be melded in seminal teaching/learning milieus. Such Teacher Centers can become the arena for continuing self-examination and self-renewal in terms of excellence in education for the universe of learners.

## LEARNING

Since learning is such a complex, internalized process, and because the learning process is elusive, it defies attempts to define it. Learning will continually change as conditions for the upbringing of children in their environments change. The child is to a great degree the product of his environment. As his environment changes, the child changes. Every child is different even among siblings. Because of this, the problem of reaching and

teaching the child is a constantly changing and dynamic one. Consequently new applications of theories of learning must be developed, tested and refined for dissemination. Thus, it becomes evident, to paraphrase Alexander Pope, that "The proper study of children is the child", the progressively changing child.

DISSEMINATION - THE MISSING LINK

For generations there has been a serious time lag in the widespread adoption of proven ideas in education, often asserted to be up to 50 years, according to Dr. Francis Ianni, formerly of the U.S. Office of Education. This gives one explanation for the constant criticism that many existing educational practices are not based on current learning theory. Thus, more effective ways must be determined for educational practices and teacher education. The time must be shortened, the excessive lag eliminated. The input from the teacher education institutions to the public schools must be accelerated, implemented and facilitated. The feedback from the schools to the colleges must be more conscientiously sought after and utilized. The dialogue must be constant and focused on identified problems and alternative solutions.

Dissemination is the missing link currently in this system. A systematic plan of spreading forward-looking ideas and practices is practically non-existent in this State. Too many good plans and projects die a-borning or exist in isolation. While we are not advocating uniformity, still there is a need for generation of promising ideas, for a delivery system to the consumers and for a systematic approach to renewal. Diversity in learning approaches is to be applauded and, indeed, nurtured, but some systematization and sharing is mandatory, given the shrinking resources pool.

## A SUSTAINED PROGRAM OF RENEWAL

What is needed is a loop system by which ideas which have been tested and generated are transmitted to the school systems in order that a sustained program of renewal is promoted. By this input and feedback loop an analysis can be made of the effectiveness of practice. Through the continuous flow from and back to one of the generating stations, which is the Teacher Center at an institution of higher education, direction is provided for further shared research, development and dissemination.

The overall process is complex. It requires genuine research, thorough analysis and needs assessment followed by later evaluation on a cost-effective basis, wherever possible. Some revisions of the experiments are going to require extended periods of time for development, testing and revision. It is going to take thousands of children proceeding through the whole cycle before the effect of a process comprising multiple option programs can be determined. Sporadic and uncoordinated research currently utilized to evaluate the impact of many programs is all too often inconclusive, wasteful and of poor quality. Some educators have been confounding the integral process of research and development by their lack of continuity in the evaluation of programs in terms of the impact on the individual going through the learning process, thus reaching conclusions unscientifically. Worse yet, they have often not been utilizing a comprehensive test population to obtain valid results and have even been testing limited outcomes.

As society is changing, there are changing social needs. Education must lead the way in promoting change as well as responding to it. New advances in technology must also be utilized in coping with the knowledge explosion and its applications. Education today has the challenge of solving newer problems that are developing as well as meeting the perennial problems that plague our society. Education must provide the learner with the attitudes, feelings, values and knowledge necessary for

the resolution of personal-social problems, and those entailed in world hunger, social unrest and crime which are continually increasing. Thus, a renewal system is essential and inescapable if we are going to keep abreast of the needs of today and of tomorrow, becoming aware both of the problems of our time and those we are transmitting to and/or creating for succeeding generations.

## INTERRELATIONSHIPS

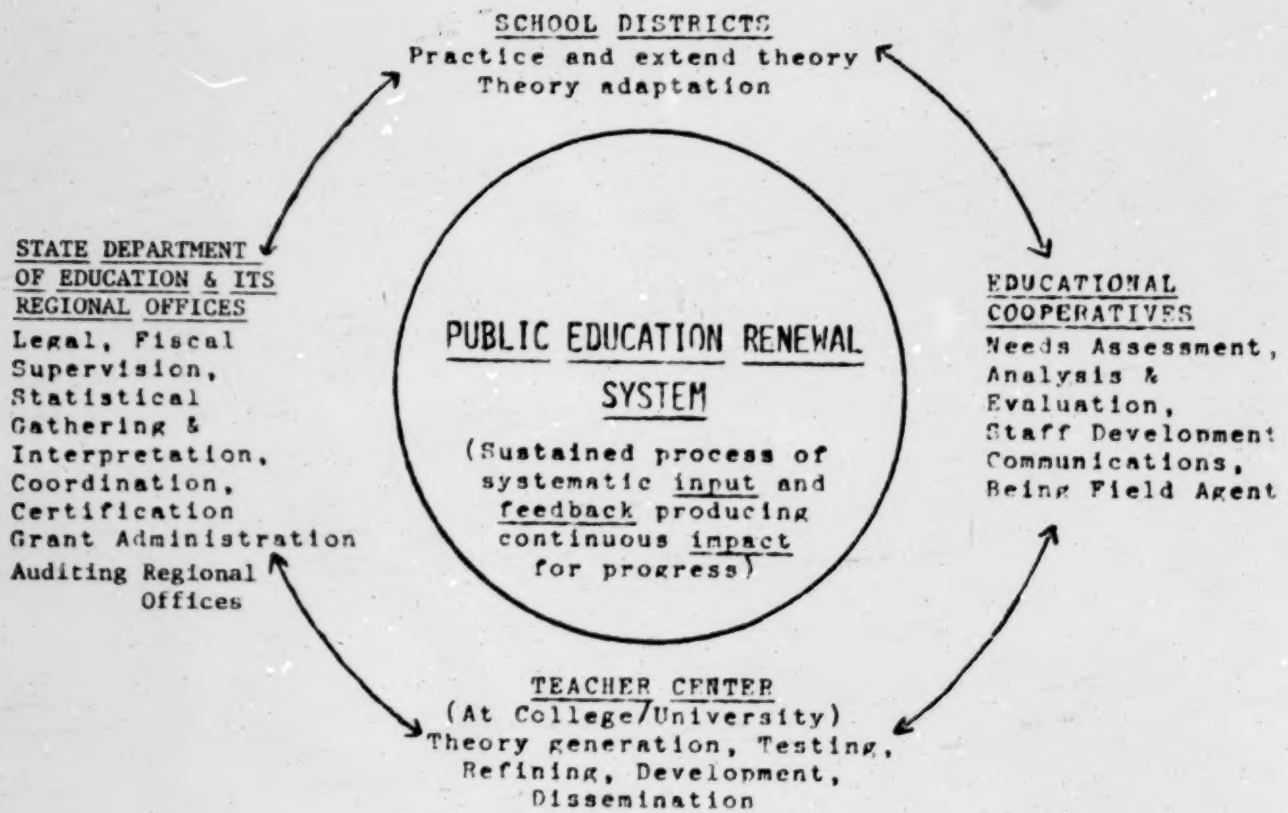
To accomplish these complex goals, there must be an interrelationship established between the local school systems, the State Department of Education, the Regional U.S. Office of Education, educational cooperatives, teacher education institutions and other ancillary social agencies - a critical mass of contributing services! To bring about an effective linkage with the State Education Department and the local school districts, a State College is in a unique position to be a catalyst. Two State agencies are thus more effectively able to join forces with the local district and regional groupings of districts and help coordinate projects and assure more effective planning, continuity and long-term development. This linkage means participation, collaboration and cooperation among the varied segments just referred to. A practicum which blends pre-service through in-service education becomes viable in the central institution which is the Teacher Center. The practicum may also utilize satellite agencies for the development of specific competencies in which these agencies possess expertise. In this way, a taxonomy of function for interfacing agencies is enunciated. This results in maximum utilization of available resources in terms of efficient and effective teacher education based on the attainment of competencies demonstrated by performance.

## II. PUBLIC EDUCATION RENEWAL SYSTEM

### A SYSTEMATIC APPROACH

The contemporary scene calls for a sustained process of systematic input analysis, projected alternative solutions and feedback producing continuous impact for progress. This may be illustrated by the following diagram of the relationships that currently exist among the Teacher Center at Fitchburg State College and the three other essential components which comprise this loop system. Implicit in this suggested model are also the pertinent agencies providing health and social services that impinge on teacher education.

**PARTNERSHIP RENEWING PUBLIC EDUCATION FROM PRE-SERVICE THROUGH IN-SERVICE**

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## SCHOOL DISTRICTS

The first component in the Public Education Renewal System (depicted on the previous page) is the School Districts. They practice and extend educational theory and, hopefully, try to develop new theory. They must provide an articulated, comprehensive and flexible program meeting the needs of students in their respective districts. It is here that teachers for the real world must adapt theory to real situations. It is here that educational practice must be continually renewed and updated. It is in the schools that diagnosis and prescription must become the order of the day so that the individual needs of youngsters are being met systematically. Parents, the Massachusetts Teachers Association, taxpayers, school committees, administrators, students, community agencies, public officials and other interested parties must be involved at the school district, regional and/or State levels in contributing to this renewal of public education.

## EDUCATIONAL COOPERATIVES

Essential to the dissemination and continuous development of any research being done in the laboratory of the college is the Educational Cooperative. It is graphically presented on the previous page as the bridge or linking agency between the School Districts and the College. Some State Colleges have developed this collaborative relationship with Educational Cooperatives in the region they serve - clusters of school districts which have banded together to improve the delivery of educational services. These Educational Cooperatives comprise the next component in this loop system at the three o'clock position in the diagram. The Cooperative's main functions are needs assessment, staff development, computer searches, networking with national movements, linkages with school districts, and evaluation of products and processes. Communication to its clients of information about theory and practice is also a key function of the cooperative in its dissemination process. It actually prepares

the soil for the field agents, by assessing the needs of its clients. Such a Cooperative is indeed an Educational Research Services Center. It is a cooperative and collaborative of school systems banded together to assess, analyze and evaluate theory and practice and to pool their resources in promoting efficient and effective school operation. It is a center of communication and dissemination, performing services as an educational broker, facilitating the spread of successful practices.

THE COLLEGE

Shown at the six o'clock position on the preceding diagram is the Teacher Center at the College or University. The Teacher Center is the laboratory setting at the College where theories are generated, tested and refined. It is the Research and Development Center, the Renewal Center, such as may exist on a limited number of campuses in the State at present. It is at the college or university that learning systems, for example, such as the Idea-Kettering-supported IGE (Individually Guided Education) process can be developed, but not in vacuo since input will be encouraged from all other partners in the proposed model. Also, such a learning system is complemented by the programs from the University of Wisconsin's Research and Development Center for Cognitive Learning. While undertaking research of different types this Teacher Center also has as a major focus development and adaptation of programs which have already been proven experimentally. Through pre-service and in-service education---in essence a continuum of professional experiences---the Center becomes the vehicle for the dissemination of well-developed programs and of personnel to implement them.

STATE DEPARTMENT OF EDUCATION

The fourth component, the State Department of Education is charged with legal and fiscal supervision of public education. As the preceding diagram indicates, the State Department of Education has a significant linking role to perform between its fellow State institutions, the State Colleges and the Universities, and the Public

School Districts. It is involved in statistical gathering and interpretation. It has responsibility for functions such as coordination and certification. Through its leadership role in its Central Office and its regional offices, it can lend substantial support, including financial, to enable successful educational practices to be implemented. It can also bring together clients and service providers by acting as a clearinghouse for ideas, programs, consultants, etc. In addition, it can continue to host statewide and regional conferences on critical issues and problems in order to maintain the focus on a systematic approach to the planning, implementation, and evaluation of meaningful change. This will establish a statewide monitoring system to insure quality and equality of education for all students in the Commonwealth.

Possibly the relationship between the State Department of Education's Regional Offices and the Educational Cooperatives should also be addressed. Whereas the strengthening of the Regional Offices is intended to <u>decentralize</u> the efforts of the State Department of Education, the development of Education Cooperatives is intended to <u>centralize</u> the services and cooperative efforts of groups of school districts. Although competition may be generated in the process, this can be healthful. It is important, however, to note carefully the two basically different approaches to meeting the needs of the school districts and their consumers - the students and the taxpayers.

<u>SYNERGY = SYNCHRONIZED ENERGY</u>

Actually this Public Education Renewal System is in effect at the present time to some extent. There are colleges which do provide for a continuum of renewal from pre-service through in-service, in conjunction with the other components in this system. There already exists, to some degree, liaison among some State Colleges, the University, the private colleges and universities and Educational Cooperatives, the State Education Department and the Public Schools. These components have come together to generate even greater synthesized energy. Thus they have gained synergy

where each makes its unique input but the whole is greater than the sum of its parts. What can be generated from such sources of energy is a continuous, coordinated system, providing valuable input and feedback for the renewal of public education. There is a definite need in the Commonwealth now and in the future for colleges and universities to work more energetically with Educational Cooperatives, with the State Education Department and with the public schools in their respective regions of the State to maximize this renewal in public education throughout the Commonwealth of Massachusetts.

## A SYSTEMATIC PROCESS ESSENTIAL

At the present time in public education in Massachusetts, a systematic procedure is lacking for identifying promising practices and processing them through the several segments of education, viz., the State Department of Education, the school districts, the educational cooperatives and the institutions of higher education. Such a systematic process involves tapping into the collective expertise represented in these segments so that promising practices can be further developed, refined and disseminated.

Dissemination is often the missing link. How to centralize and decentralize and get back out to the client--the student in the public schools--is a major problem. By a loop system involving the concerned components, a renewal can occur as promising practices are tested, refined and disseminated to the public schools of this State with as much selective involvement of the parties concerned as is necessary. This suggests that change could be engineered through carefully selected ad hoc groups to address the task at hand. Only by such a systematic approach to these complex problems can renewal truly take place.

## III. A LIFE-STYLE OF LEARNING

### A MULTIDISCIPLINARY APPROACH

The renewal of public education will be achieved most effectively through the scholarship of many disciplines, including biology, psychology, sociology, philosophy, technology, and curriculum in the varied content areas.

The growth and development of the child and of the adolescent must be a central and continuous study of the educator. From the time the person is an infant, he is affected by all that happens around him. The child learns in accord with conditions in his nature which are both natural and conditioned. There are certain developmental tasks which he must undergo and the quality of which determine his character and personality. Concepts must be developed. The psyche of the person impels him to inquire and explore. The child grows and develops, influenced by societal factors. He is affected by his environment--whether at home, in schools, or in the community--and by the people in these varied settings. In essence, learning must become individually child-prescribed, facilitated and managed by competent professionals.

To adequately describe and understand the complexities and uniqueness of the learner, an interdisciplinary approach is essential. An integrated professional block, consisting of an interrelated body of knowledge derived from several disciplines, must focus on the learner, learning theories, the organization of content, and modes of communication. The elements of biology (growth and development), psychology (learning theories), sociology (environment), philosophy, media, and curriculum in varied disciplines must be integrated. Acquisition of knowledge, its preservation, its application, and its implementation are all relevant. Information, skills and attitudes are all part of the picture. Restructuring, reorganizing, and evaluating, as well as making judgments on the basis of knowledge, are all essential.

AFFECTIVE DOMAIN

The affective domain must receive proper emphasis if the total person is to be developed. The senses play a prominent role in learning. They are the receptors and conductors of the environment of the learner. The learner responds internally. Feelings and emotions give tone and intensity to learning. They also condition learning. Subliminal factors often cause more learning to be "caught" than "taught."

AFFECTIVE DIMENSIONS

In addition, the impact of prejudices, biases, emotional responses, emotional overtones, non-verbal communication, simplistic reduction techniques, walking away from problems, and errors in thinking must all be considered in relation to the key skills of problem-solving. One often is not able to learn if he is hampered by constrictions which affect his thinking. Yet the tensions, pressures and forces of the time demand fuller understanding of the affective domain and its relationship to the behavior of learners. Feelings are central to motivation, goal-setting, aspirations and actions. Values are also vital. They cannot be treated from a neutral posture, abstracted from any relation to reality, especially in the confusion of today's society.

In addition to traditional values, there are contemporary issues which growing youth are confronted with daily. Many students express a preference for peace over violence, love over hate, justice over injustice, a clean environment over exploitation of nature. Any analysis of teacher education must examine what factors color judgment in the formation of values, in the application of knowledge, in the formulation of decisions, and in the determination of the use to be made of learning. It is fine to prepare students for the knowledge explosion. The "copeability" which Toffler claims prepares people for the future is only part of the picture. The essence of true wisdom is to learn to make the right use of knowledge for the welfare of individual human beings and for the service of mankind.

THE ART OF LEARNING

Learning how to learn, or (as it has been called), the art of learning, does not come from specific courses or just from the liberal arts per se. It may be stimulated, be expressed, or be exercised, but the chances are the individual is normally too busy acquiring knowledge or too intent on learning how to use such knowledge. There must be built into the professional program an integration of the body of knowledge related to learning so that the learner, be he pre-school youngster or college student, is able to learn how to learn, to enjoy learning and to develop a style which leads to a lifetime of learning. And while the professional teacher is exemplifying good teaching, he is learning while teaching, putting due emphasis throughout his teaching role on the learner and his unique process of learning. He is taking into account individuals' learning styles, learning rates, learning abilities and disabilities and learning interests and disinterests, as Chapter 766 is currently highlighting in Massachusetts. He must take into account the fact that everyone is constantly involved in a teaching/learning continuum, in playing both or either role(s) at appropriate points along this continuum. The facts bear out that despite our great interest in and success in formal education, this State is little different from others in the basic learning skill areas, as standardized tests bear out. A Right-to-Read program is as much a concern of the Federal Government in Massachusetts as it is in any other state. All too many students are leaving our schools functionally illiterate. They have not learned to learn.

## IV. THE TEACHER EDUCATION CENTER

### CHILD STUDY IS CENTRAL

It is in a Teacher Education Center that integrated, professional experiences such as are requisite for the teacher/learner may quite satisfactorily occur. In such an Educational Research and Development Center, child study is the order of the day. Real, direct learning experiences result from college students working with youngsters from freshman year onwards. Being a teacher aide, for example, allows ample scope for the one-to-one tutoring experience whereby a college student can acquire insight into the individual learner with whom he is working. This type of direct experience is also integrated into the professional experiences connected with many of the courses taken in teacher education. Procedures by which students learn are not taught merely in a classroom. Methods courses are not taught only in a classroom or from a book in the abstract. Learning theories are exemplified and tested in a very real learning setting. The college student does more than observe and see demonstrations. He is deeply involved where the action is and learns early the research-orientation which his learning as a teacher must continually follow. In this process valuable self-screening of the professional candidate also occurs.

### DIRECT, CLINICAL EXPERIENCES IN REAL SETTINGS

The Teacher Center, as Dean Corrigan of the University of Vermont noted in Kentucky recently (1973), "serves the same function that hospitals serve for medical schools." As Madeline Hunter, Principal of the UCLA University Elementary School, has noted in her Kappan article (1970), "Expanding Roles of Laboratory Schools": "The laboratory school bears the same relationship to the school of education as the teaching hospital does to the medical school or the psychology laboratory does to the department of psychology . . . . Undergraduate and graduate students should have

the availability of a laboratory school as one of the richest resources in their inquiry and education." Only on such a basis, serving a realistic, heterogeneous student body, could such a Teacher Education Center be justified. Richard Weller in the Harvard Graduate School of Education Bulletin (1969) noted: "Teacher training is most effectively done with real children in the schools and under trained supervisors who are familiar with the community and who have a personal commitment to and responsibility for these children . . . We focus training for classroom teaching in the only place where it can be done properly - in the schools. . . in the preparation of leaders capable of reformulating curriculum and instruction."

CHILD THE FOCUS OF THE PROGRAM

It is at the Teacher Education Center that the child or the adolescent becomes the focus of the educational program. It is here that the theory that "the proper study of children is the child" becomes eminently practicable. As John Dewey established when he directed the University of Chicago Laboratory School, "The teacher was to bear in mind that the child, not the subject matter, was the center of all teaching; his growth-mental, physical and social - the objective of all endeavor. The teacher was expected to be aware of each child's ability to learn, of his strengths and limitations, and to give these consideration in the daily planning."

TRADITIONAL LAB SCHOOLS NOT THE ANSWER

It is certainly true that laboratory schools throughout this nation have not come near solving the problems of education. While old forms of practice schools or laboratory schools are not adequate, this does not mean that we need no form of Centers for development and dissemination of successful practices.

There is a need for a Teacher Education Center that reaches out to the public schools and is an integral part of the institutions and agencies in a given region which are impacting on the education of children.

LABORATORY SCHOOLS IN REAL SETTING

It is worthy of note that a leading school district such as Evanston, Illinois has developed the new Martin Luther King Laboratory School, which is producing very beneficial results in this leading school district, according to Dr. Joseph Porter, Superintendent of Schools. Even as early as 1967, in conceptualizing the role of the laboratory school in a school district, working in coordination with the area colleges or universities, the Superintendent at that time, Gregory Coffin, stated: "In the laboratory school we will be conducting carefully selected research, individualizing instruction, and using the effective results to serve best each child in the school and throughout the district."

AIMS OF LABORATORY SCHOOL

Coffin continued: "The laboratory school, however, will be a 'seed school,' looking at new methods and new programs for children, 'proving them out' for the district.

"In addition to being a developmental and demonstration center for new ideas, techniques and methods, and building a program to individualize learning experiences, the lab school is aimed at:

"Effectively using an educational solution to the problem of de facto segregation that will benefit all children;

"Organizing an environment as a test school for new patterns of staff utilization and organization, innovations in curriculum and new instructional devices and techniques;

"Encouraging systematic evaluation and dissemination of selected promising educational practices."

LIGHTHOUSES DON'T LAST

Experience with Federal grants has shown that lighthouses don't persist when the funds are removed. Successful practices are not spread just by happenstance, but rather according to a plan or system. Ideas may flourish but tend to die when they are kept in isolation. What is needed is systematic programming in conjunction with established Centers in critical regions of the State. These Centers should become the generating stations whereby the dynamic energy of varied agencies and institutions can be maximized throughout the educational process from pre-service through in-service.

REDEFINITION OF ROLE

The Laboratory School must be redefined. It must be a place where children are studied, not studied about. Methods, curriculum and parent-school relationships must be learned in a live context. Experiments are conducted here, new ideas are generated and tested here, and national programs are developed and disseminated from such a Center. Evaluation programs can also be tried and tested here. Such evaluation programs would reveal learning deficiencies and disabilities, enabling the staff to diagnose difficulties, to prescribe and to provide motivation and appropriate grouping, and then to repeat the process at appropriate intervals. It is only on the basis of impacting meaningfully on the educational programs in schools in its region and throughout the Commonwealth that such Teacher Education Centers can expect to justify their existence and continued support.

NEA AUTHORITY SPEAKS

One of the outspoken proponents of a Teacher Education Center has been Roy Edelfelt, professional associate, NEA Program for Professional Excellence. In a recent article in Today's Education - NEA Journal (1973), entitled "The Reform of Teacher Education", Dr. Edelfelt notes:

"We need, then to establish teacher-education schools, that is, elementary and secondary schools or settings adjacent to schools where the education of teachers takes place concurrently with the education of children. These should be institutions in which the community, the school, and the college have reached some mutual agreements (contracts) about common and individual purposes."

Edelfelt continues in the same article:

"The focus would be on learning how to learn; on developing productive, positive attitudes about learning; on intriguing the student with the intellectual process; on the application of thinking processes in solving human problems; on developing skills and knowledge that have purpose and that cultivate human satisfaction; on human relations skills; and on fostering self-understanding and personal adequacy."

## TEACHER EDUCATION CENTER ESSENTIAL

The insights of Dr. Edelfelt are rather revealing. He concludes:

"So the teacher education school is essential. There have been ideas like this before--and too often they have remained on the drawing board or in the literature. The new interest in teacher education centers makes sense, and it seems to have caught the fancy of enough teachers to get it tried in action. But how can this be approached?"

## SOME GUIDELINES FOR TEACHER EDUCATION CENTERS

In summation, Edelfelt also proposes some operating principles for teacher education centers in the following terms:

"Guidelines for teacher education schools (as described in this article, one type of renewal center) should include provisions like the following:

1. The staff should include everyone from teacher aide to senior professor, and governance of the center should be the right and responsibility of those who use it.

2. Teachers should work individually, but also in groups, to study and solve problems.

3. Study and research should be an integral part of the usual school operation.

4. The community (parents and laymen) should be deeply involved.

5. Many community agencies and institutions should work with the school.

6. Adequate money and the readiness to gamble with new and different ideas should be evident."

In addition, objectives such as the following might be added:

7. The staff should strive for the optimum development of the total capabilities of each individual student.

8. Learners should be provided with direct, rich and varied educative experiences.

9. Selected, appropriate instructional equipment and media systems should provide for customized instruction in terms of the student's learning ability, rate of learning, style of learning, interest and energy.

10. The Teacher Education Center should facilitate from the pre-service through the in-service level the development and dissemination of successful programs and practices and the preparation of personnel to implement these successful programs and practices in the school districts of the State.

QUALITY SUPPORT WITH LIMITED RESOURCES

Valuable as Teacher Education Centers may be in the pre-service and in-service aspects of the education program, it is recognized that only a limited number of such Centers will exist throughout the State. This is the case because of the need to support properly and professionally any such Centers which are intended to perform the functions already referred to. With the financial constraints that will exist, it may be wise to think in terms of three or four regions of the State being served--

possibly Western, Central, Southeastern and Metropolitan Boston. Wherever these Centers are designated, it should be borne in mind that substantial support with resources will be required if they are to attain the excellence essential to renew public education in the Commonwealth. As has happened in Britain, Teacher Education Centers can become the sites for the dissemination of successful practices and of personnel trained in implementing these successful practices.

TEACHER EDUCATION CENTERS AND IN-SERVICE EDUCATION

The priority currently being placed on in-service education of teachers is evident in the Seventh Annual National Vocational and Technical Teacher Education Seminar Proceedings (1974). This Report, containing a presentation by Kaare Jacobsen and Harry N. Drier, notes:

"In-service education today cannot be viewed as a frill or an add-on activity to take place at the beginning or any other single point in time of any school year. It must be considered an integral feature, woven into the ongoing instructional program and organizational fabric of the system. Fundamental to educational change strategy is total school staff involvement. If education is to meet the demand of the time, it must plan for change by involving the entire school staff. Gorman (1972) writes in the recommended guidelines for in-service development:

"'When all of the educational personnel involved with Career Education are a part of the in-service education program, then, it will be more likely that the program will have a positive enduring effect in the total educational environment.'

"Any school district considering in-service training needs for all their staff members is likely to face some difficult issues. Rapid educational change, like that being called for in career education, calls for continual in-service

education of existing staff. School budgets are inadequate in many districts and the cost of in-service education is increasing. As costs increase, there will be pressure to limit staff renewal to those staff members who can profit the most. This is critical because to exclude any teachers from participating in in-service may hinder the adoption process. Many educational changes are long lasting and need total staff involvement and support. This is especially true of career education presently serving as a change model that demands long-range planning time to develop, test, and evaluate."

Whether the content is the timely thrust of career education, the emerging area of management of instruction, the fiscally essential matter of PPBS, or the vital agenda of developing the management skills in front-line supervisors such as principals, who exert the single greatest effect on the direction a given school takes, the implications for the in-service education a Teacher Education Center can offer are inescapable.

One of the perennial problems of in-service which the Teacher Education Centers will be called upon particularly to solve is that of the teacher resistive to any form of change. As the Seventh Annual National Vocational and Technical Teacher Education Seminar Proceedings (1974) also states:

"In-service education is a planned process for influencing teacher behavior with the intent of changing conditions and instructional practices in the classroom. As educational change occurs, attempts must be made to involve all teachers in an organized program of in-service education. In planning in-service activities, it is important to recognize that many teachersoften defend the traditional content and approaches in education and resist change. Unless effective means are developed to encourage the resistive teacher to attend in-service education programs for the purpose of change, there will be little of achieving intended outcomes. The problem is that staff development specialists and program developers have not developed effective in-service strategies to influence the behavior change of resistive teachers."

ALTERNATIVE CENTERS FOR RENEWAL

Valuable as it is in conjunction with the education curriculum in providing pre-student teaching professional experiences, the Teacher Education Center is one of the many centers where student teaching and other pre-service experiences may be gained. In line with the charge of a recent report that The University Can't Train Teachers (1973), many institutions are uniting their pre-service and in-service efforts in very realistic settings in the field. In fact, a major effort is necessary in the next five years to reeducate one and one-half million experienced teachers. Dean Corrigan has called for a new "strategy which brings together pre-service and in-service teachers in the same training program in a team relationship." This is also the plan advocated and implemented by Dean George Dickson of the University of Toledo in his Partners for Educational Reform and Renewal (1973). It evokes the type of vision that is called for in Alvin Toffler's recent publication, Learning for the Future (1973). It is the type of renewal of public education in this Commonwealth which can be made possible by a systematic linking of the four major components - the Public School districts, the State Department of Education, the Educational Cooperatives together with the community agencies and the State Colleges —as has been advocated in this paper. Such a plan, as it is being implemented in a limited number of institutions in Massachusetts currently, even goes beyond the far-reaching and forward-looking presentation of Teacher Centers in the Spring 1974 issue of the Journal of Teacher Education. Many national authorities have stressed the key significance of Teacher Centers today in this issue devoted exclusively to Teacher Centers.

STRATEGIES FOR TEACHER CENTERS

Kenneth R. Howey of the University of Minnesota expresses his position in relation to Teacher Centers in the very title of his article in the Spring, 1974 issue of the Journal of Teacher Education, "Comprehensive Renewal in the Public Schools: The Context and Potential of Teacher Centers." Howey writes:

> "Conditions seem to point up at least two program strategies for teacher centers which should more fully engage school personnel in renewal efforts. First, there must be a shift in emphasis from training individual teachers to training teachers in teams or to assume specific roles within a team. Second, training models are needed to generate program/staff development specialists to assume primary responsibility for leadership in renewal. . .This new role is perhaps best imbedded in the teacher center, which ideally will have one foot in the school and the other in the community. . .
>
> "The position taken here is that teacher centers have excellent potential to become a primary vehicle for comprehensive renewal. The degree to which that potential becomes reality will be determined to a large degree by how successfully these centers can integrate diverse elements within both the profession and the community and bring them to focus on fundamental issues of school improvement . . .With change taking place at an increasingly rapid rate, renewal mechanisms will have to be brought more directly into the 'scene of action.' Both the potential of teacher centers and the renewal they can bring about are considerable."

NATIONAL TEACHERS' REPORT ADVOCATES TEACHER CENTERS

Whether they are called Teacher Centers, Teachers' Centers or Teacher Education Centers, the movement is underway nationally in this direction. Indeed, as William L. Smith, Director of the Teacher Corps, U.S. Office of Education, has stated (1974):

"It is this very flexibility and adaptability which ensures the usefulness of the teaching center concept." It is indeed noteworthy that at this stage the teaching profession itself has gone on record in Inside Out: Report of the Teachers' Field Task Force on the Improvement and Reform of American Education, released by the U.S. Office of Education in 1974 as supporting Centers for the development and improvement of teachers. Excerpts from their Report follow:

> "The one non-negotiable recommendation, then, is that. . . centers must develop programs that focus directly on the needs of kids. . .
>
> ". . .To assign responsibility where it can be carried out effectively and to maintain a responsive system staffed with competent teachers, a new unit is proposed for all public schools--the teachers' center.
>
> ". . .The function of a teachers' center is to maintain an effective educational program through continual teacher preparation in the knowledge, attitudes, and techniques of teaching. The teachers' center will provide opportunities for teachers to participate in a continuing effort to maintain and upgrade skills. Continual education and training are an obligation upon both the teaching profession and the school district, and it could serve as the pivotal component of an educational planning system.
>
> "The program within the teachers' center is a continuous process, cyclic in nature, the first step being to determine the needs of students and teachers. . .
>
> "The teacher center's primary funding should be public sources: local, state, and federal. Local funds currently used for in-service activities are appropriate; a portion of state funds used in research and similar programs should be allocated for teachers' centers, but the primary source should be federal. This consists of a specific grant to each state to be distributed to districts establishing

teachers' centers. Teachers' centers could also seek funding from other public and private agencies where locally determined programs make the use of such funds appropriate.

"The obligation of each of these participating agencies, the school district and the professional organizations, should be agreed to and formalized in the master contract that defines working conditions and specific responsibilities for the profession and the local district."

TEACHER CENTERS IN THE 1990's

Joel L. Burdin, Associate Director of AACTE, entitles his article in the Spring 1974 Journal of Teacher Education, "Scenario on Teacher Centers in the 1990's." In this "Scenario" he notes:

"Preparation in the effective utilization of various knowledge base --stored and retrievable--is an important and continuing facet of our professionalism. . .

"Our *PDC's extensive library and information center is tied to comparable centers around the nation. Cable television provides the connecting capabilities with all kinds of sites which can provide diverse experiences. Cable TV enables us to tie in not only with the best that the various disciplines have to offer, but also with myriads of individuals in all kinds of settings with all kinds of cultural backgrounds. This form of TV indeed makes available a vast 'cafeteria' of educational experiences which can inform, clarify, challenge, and stimulate. We select experiences and thus are in control of our own education. We can follow through on prescriptions for growth based upon diagnostic efforts of teacher educators responsible for counseling, guiding, and teaching us for lifetime growth.

"By learning new modes of thinking and behaving, education personnel are able to guide young learners in similar interdisciplinary growth."

* Professional Development Center

Burdin concludes:

"I am certain that the future will change drastically in the days ahead. World, societal, and educational changes which seem desirable will be handled rationally and competently. Those which seem to demean and undermine individuals and democracy will be challenged. Our PDC, I am proud to say, will be among the valued and valuable resources of the future. Here is partnership; here are resources. Here are vision and reality. Here is where the emerging world comes into focus for professionals, education students, and citizens. Here, in large measure, is where the educational part of the total societal strategy for building tomorrow comes into being. While our PDC isn't the only place for studying, interacting, dreaming, and doing, it is quite a place!"

THE FUTURE IS NOW

Now that Teacher Education Centers are on the front burner, it would surely be most timely for the Massachusetts State College System to give priority to making this idea whose time has come a reality. Some of the possibilities of the Teacher Education Center may be gleaned from the poem, Teacher Centers by Madison Judson, which has been attached to this paper as an Appendix.

## V. "TO EFFECT AND ON A GENERAL PLAN"

THE BUSINESS OF THE STATE

It is by such a systematic approach to reform and renewal that the Commonwealth of Massachusetts can best fulfill its clear-cut responsibility to assure a continuous and adequate supply of very well prepared teachers and to insure a continually renewing development of the instructional programs to meet the needs of its citizens at many levels of the educational process.

A RENEWAL OF COMMITMENT

On the marble walls of the Jefferson Memorial the immortal words of the writer who described our nation's spirit and commitment two centuries ago are inscribed. He wrote: "Establish the law for educating" its citizens. It is chiefly by legislation promoting education that a well-formed and well-informed citizenry will be created. As our nation's Bicentennial approaches, the spirit of Jefferson urges us "to effect and on a general plan" what is the State's business - renewal of education at a high level of quality for its citizens - the public it exists to serve.

Madison
Judson
Churchill
Road
Elementary
School

# Teacher Centers

BEST COPY AVAILABLE

Teacher centers are
created,
designed and
operated
to assist teachers in their
continuing personal and
professional development
in,
for and
through
the use of
inservice teaching and
inservice learning.

The credentialing program for a
teacher is just a base for a
lifetime of continuing
development,
enhancement,
effectiveness.

Teacher centers function through
an appropriate collaboration
of people who are from, and may
represent, formally or informally:
universities,
colleges,
LEAs,
schools,
community,
educational agencies,
teachers.

Many different collaborative styles
and structures are used.
A common form,
in England,
has teachers as majority members
in governing groups, whatever
specific structure they may finally use.

Teacher centers may have
special
general and multi-purpose
spaces
. . . such as:
inside
outside
fixed
traveling
old buildings
new buildings
centralized
localized
dispersed
permanent
temporary
negotiated
leased
loaned
purchased
borrowed
liberated
personal
shared
mutual
long-term
momentary
whatever

curriculum workshops
material workshops
tool workshops
media (AV) room
assembly room
hall
drama room
movement room
lecture room
discussion room
common room
social room
kitchen
library
storage
project
meeting space
private space
public space
working space
group space
building space
whatever.

WHATEVER the space and its temporal,
spontaneous, or planned
purpose—it is made and
maintained to be
humanly
attractive,
useful,
responsive.

Teacher centers must each define
their own roles and styles and
goals. They must define them in
ways which keep active continual
renewal processes.
Of particular importance is how
different communities and constit-
uencies will be seen in respect
to
roles
responsiveness
accountability
participation
utilization
identification
location.

The fundamental reality and
process of teacher centers
themselves will also aid
curriculum development
school practices
local
regional
national
information
collection
dissemination
adaptation
installation
research
innovation and experimentation.

THE PRIMARY basis on which anyone
is to be involved in a teacher
center must be personally derived
and must be expected to be
different for different people
and to be different for different
groups. It certainly will
be different for one person or
one group from time to time.

Of course, TIME spent at the
center will vary. For some
involvement and participation
will be continuous; for others
it will be a once-in-a-while
thing
and even then the times will
be for
different purposes and for
different needs.

PERSONAL CHOICE
MUTUAL NEGOTIATION
ACCOUNTABILITY

The POTENTIAL for
alternatives
multiple paths
simultaneous divergence
must be genuine and exist at every
point, every possible point.

Desired paths may be created by
others, but
each group or individual
must be able to negotiate
his own options accountably
within the limitations of
available
resources
time
space
energy.

---

*Madison Judson is principal, Churchill Road Elementary School, McLean, Virginia.*

Teacher centers can offer
short courses, which are
adaptable
immediate
responsive
modular
tutorials
self-study programs
self-study moments
demonstrations
curriculum development
films
organization development
team building
seminars
colloquia
group work
special
projects
activities
field work
advisory services
consultative aid
mentors
friends in court
access to
stuff
technology
information
sensoriums
and PEOPLE, interesting PEOPLE
interested in PEOPLE.

Teacher centers
through their programs which are
diverse (pluralistic in
nature,
design and
initiation
and through other planned
alternatives and an openness
to negotiated possibilities
focus on both
continuing and
emerging
educational
needs,
problems,
opportunities
(all of them challenges)
such as:
minorities
handicapped
reading
bi-lingual
career education
early childhood
or on 'newer' concepts such as
represented by:
pluralism
diversity
accountability
competency measures
localism
responsiveness
personalization.

Teacher centers can be and must be
immediately and continuously
responsive to
teachers, and
community
and indirectly responsive to
the children all of us are
concerned with by the
attractive and
exciting
demonstrable use of
developing knowledge,
stuffs and styles,
increasing the range of avail-
able materials and methods
known likely,
shown likely,
to be effective
in improving
the
quality of life,
excellence of life,
breadth of life,
depth of life,
here and now and tomorrow for
all of the children of
all of the people.

To exist teacher centers must
continually be in the process
of
absorbing
adapting
changing
supporting
accepting
attracting
fusing
liberating
in short,
becoming.

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